DOCUMENT RESUME

ED 343 019 CE 060 662

TITLE Modernization Agenda for Progress. Vocational-Technical Education in Ohio. Twenty-Second Annual Report. Fiscal Year 1991.
INSTITUTION Ohio State Council on Vocational Education, Westerville.
PUB DATE 91
NOTE 33p.
PUB TYPE Statistical Data (110) -- Reports - General (140)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Advisory Committees; *Educational Research; Education Work Relationship; *Enrollment; Job Placement; Postsecondary Education; Program Evaluation; Program Improvement; *School Business Relationship; Secondary Education; Special Education; *Statewide Planning; *Vocational Education
IDENTIFIERS *Ohio Council on Vocational Education

ABSTRACT

The Ohio Council on Vocational Education consists of 13 members: 7 from private business, industry, agriculture, labor, and the State Job Training Partnership Act administration, and 6 from secondary and postsecondary education. The council advises the governor, the State Board of Education, and the private sector on developing state plans, establishing program evaluation criteria, reaching special populations, involving business and labor in vocational education, coordinating secondary and postsecondary programs, and establishing technical committees. During the 1990-91 fiscal year, the council undertook the following activities: held five conferences throughout the state, observed and evaluated three secondary and two postsecondary institutions, reviewed two two-year college programs, recognized outstanding vocational-technical program alumni, and held a public meeting. Members and staff participated in 30 inservice training sessions. The council worked on development of the state plan for vocational education as required by the Perkins Act, established many business-education committees, conducted reviews of one-fifth of Ohio's vocational programs, and made five recommendations to the State Board of Education. (This document contains the following: 1991 recommendations and their disposition; statistical data, graphs, and charts showing employment rates of vocational completers, vocational enrollment, and vocational education for special needs populations and for adults; and statistics on postsecondary technical education, budgets, and use of resources.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MODERNIZATION AGENDA FOR PROGRESS

VOCATIONAL-TECHNICAL EDUCATION IN OHIO

ED343019

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE060662

FISCAL YEAR 1991
TWENTY-SECOND ANNUAL REPORT

OHIO COUNCIL ON VOCATIONAL EDUCATION

BEST COPY AVAILABLE

Ohio Council on Vocational Education (FY 1991)

The Ohio Council on Vocational Education is an agency, separate from the State Board of Education, composed of thirteen concerned citizens representing business, labor, agriculture, education, and various groups with special needs. The Council is dedicated to the concept that vocational/technical education, infused with applied academics, is necessary if Ohio is to be competitive in the national and global economies.

Carol L. Ball
CEO, Ball Publishing Company
Arcanum
Representing Small Business
Executive Committee - Chairman

Peggy Calestro
Executive Assistant to the President
Columbus State Community College
Representing Women and
Postsecondary Education

Jack A. Collopy
Director, Special Education/Student
Services
Hamilton County Office of Education
Cincinnati
Representing Special Education

Dr. Gary J. Corrigan
Director, Customer Training
DANA Corporation
Toledo
Representing Industry

James C. Drake
Supervisor, School/Community
Communications
Upper Valley JVSD
Piqua
Representing Career Guidance
and Counseling Organizations

Dr. Herbert Franklin
Superintendent
Jefferson Township Local Schools
Dayton
Representing the Disadvantaged
Executive Committee - Secretary

Wendell F. Fryer, Jr.
President
Centrex Corporation
Findlay
Representing Industry
Executive Committee - Second Vice Chairman

Robert A. Nece
Chairman, UAW Cuyahoga-Medina CAP Council
Cleveland
Representing Labor and the Ohio
Job Training Coordinating Council

John R. Nelsen
Apprenticeship Coordinator
Sheet Metal Workers Local No. 33
Akron
Representing Labor
Executive Committee - Past Chairman

Natividad Pagan
Director, Bilingual Multicultural Office
Cleveland City Schools
Representing Limited English Proficient
Students and Secondary Education

Helen Scheuring
Agriculturist & Industrial Park Developer
Rock Creek
Representing Agriculture

Herbert H. Schlater
Chairman (Ret.)
Sidney Electric Company
Representing Business

Dr. Patricia W. Winkfield
Supervisor, Vocational Education Trade & Industry
Columbus Public Schools
Representing Minorities
Executive Committee - First Vice Chairman

Staff

Dr. Joseph L. Davis, Executive Director

Dr. James B. Hamilton, Research Consultant

Chloe Worley, Executive Assistant

Dr. Martin W. Essex, Executive Director Emeritus

Vocational/Technical Education Facts 1990-91 . . . . Briefly Told

EMPLOYMENT

Secondary

- 93.8% of the vocational graduates from Ohio's secondary schools in 1990 were employed. 74.2% were employed in jobs related to their training.
- The unemployment rate for secondary program completers (6.2%) was substantially less than one-half the rate for Ohio's general population in the same age group (15.5%).

Postsecondary

- 96.5% of the students who completed postsecondary and full-time adult programs in 1990 were employed. 88.4% of these individuals were employed in jobs related to their training.
- The unemployment rate for postsecondary and full-time adult program completers (3.5%) also was substantially lower than the rate for Ohio's general population (5.7%).

Long-Term Follow-Up

- Federal income tax records show that Ohio vocational and technical graduates have predominately higher incomes and lower rates of unemployment four and five years after graduation, than others in the general population with the same age, schooling, and residential-location characteristics.

HIGHER EDUCATION

- 33% of all 1990 secondary vocational graduates were pursuing further education in 1991.
- 86% of those in higher education were pursuing a course of study related to their vocational training or were working in a related job.

ACCESS

- All of Ohio's 11th and 12th grade secondary students have access to comprehensive vocational education programs.

ENROLLMENT

- 1,327,228 students were enrolled in vocational and career education programs in Ohio.

11th/12th Graders

- Over 58% of Ohio's 11th and 12th grade students were enrolled in vocational education.

Career Education

- Ohio had the highest enrollment in career education in the nation in 1991, with 1,187,620 students receiving occupational information about future jobs.

Associate Degree

- Approximately 26% of the 90,376 full-time students in Ohio's two-year colleges and regional campuses were enrolled in associate degree employment training programs partially funded by the Ohio Division of Vocational and Career Education.

Adult Education

- 301,777 adults were enrolled in Ohio vocational education programs in 1991.

Corrections

- Vocational programs for the incarcerated served 2,776 Ohio youth and adults.

ACADEMICS

- The academic foundations of vocational education continued to be strengthened in 1991, with 30.5% of all in-school job training programs operating under the applied academics model and 16,427 students participating.

OHIO CITIZEN INVOLVEMENT

- A total of 7,428 Ohio citizens helped evaluate vocational/technical programs to make them more relevant to today's job market.

Ohio Council on Vocational Education
750 Brooksedge Blvd., Suite 105, Westerville, OH 43081 (614) 891-4764 • FAX (614) 891-2834

Council

Chairperson
Mrs. Carol L. Ball
Arcanum

Ms. Peggy Calestro
Columbus

Mr. Jack A. Collopy
Cincinnati

Dr. Gary J. Corrigan
Toledo

Mr. James C. Drake
Piqua

Dr. Herbert Franklin
Dayton

Mr. Wendell F. Fryer, Jr.
Findlay

Mr. Robert A. Nece
Cleveland

Mr. John R. Nelsen
Akron

Ms. Natividad Pagan
Cleveland

Mrs. Helen Scheuring
Rock Creek

Mr. Herbert H. Schlater
Sidney

Dr. Patricia W. Winkfield
Columbus

Staff

Dr. Joseph L. Davis
Executive Director

Dr. James B. Hamilton
Research Consultant

Mrs. Chloe Worley
Executive Assistant

Dr. Martin W. Essex
Executive Director Emeritus

February, 1992

The State Board of Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43266-0308

Dear Ladies and Gentlemen:

The Ohio Council on Vocational Education (OCOVE) is pleased to submit herewith its twenty-second annual report, which documents developments in vocational/ technical education in Ohio during Fiscal 1991, the final year of the Carl D. Perkins Vocational Education Act of 1984.

The discerning reader will encounter passages that foreshadow Ohio's smooth transition from the 1984 Act to the new Carl D. Perkins Vocational and Applied Technology Education Act of 1990, which became effective on July 1, 1991. That transition began in June, 1990, when the Ohio Department of Education published its *Action Plan for Accelerating the Modernization of Vocational Education in Ohio: Ohio's Future at Work*. This annual report contains ample evidence that the *Action Plan* is an ambitious blueprint that is being pursued with vigor.

Undaunted by growing financial constraints, Ohio's vocational education community has unleashed its best efforts toward the end that modern programs and processes, infused with academic content, will be the rule, not the exception, in vocational classrooms, laboratories, and job-training sites throughout Ohio. Hence, the title of this annual report: "Modernization: Agenda for Progress."

The thirteen Buckeyes who are privileged to serve on the Ohio Council on Vocational Education salute the leadership being demonstrated by the State Board of Education, the Ohio Board of Regents, and their respective staffs. Please be assured of the Council's best wishes in the days ahead. OCOVE members are honored to serve alongside you during these pivotal days for vocational/ technical education in our State.

Sincerely yours,

Carol L. Ball
Chairman, 1991

Contents

Membership of the Ohio Council on Vocational Education ____ Inside Front Cover

Vocational/Technical Education Facts, 1990-91 . . . Briefly Told ____ 1

Letter to the State Board of Education ____ 2

Contents ____ 3

Ohio Council on Vocational Education, 1990-91 ____ 4

Statewide Planning and Evaluation ____ 7

Commendations, Recommendations, and Priorities

- The Council's Commendations ____ 8
- Recommendations to the State Board of Education for 1992 ____ 8
- Continuing Priorities ____ 9
- Responses to 1991 Recommendations and Continuing Priorities ____ 10

Statistical Reports

- Employment Rates ____ 14
- Secondary School Employment Training ____ 16
- Associate Degree and Full-Time Adult Employment Training ____ 17
- Vocational Education for Special Populations ____ 18
- Vocational Education for Adults ____ 20
- Postsecondary Technical Education ____ 20
- 1990 Budget Accountability Report ____ 21
- Allocation and Use of Federal and Other Resources ____ 22
- Investment of Resources ____ 23
- Statistical Enrollment Report on the Goals of the State Plan ____ 24

Coordination Activities

- The Governor's Human Resources Advisory Council ____ 26
- Coordination with Business, Industry, and Labor ____ 27
- Council Coordination/Cooperation with Other Agencies ____ 27

Research and Publications ____ 28

The Council's Mission Statement ____ Inside Back Cover

Ohio Council on Vocational Education, 1990-91

Structure of the Council

The Ohio Council on Vocational Education is appointed by the State Board of Education in compliance with the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). The Act specifies that the 13-member Council consist of seven private sector members representing business (including small business), industry, agriculture, labor (2 members), and the State Job Training Coordinating Council established under the Job Training Partnership Act. The Perkins Act also requires that six Council members are to be representative of secondary education and postsecondary institutions, and are to have a varied background of experience to ensure that due consideration is given to special population categories.

The Council's staff consists of an Executive Director, a Research Consultant (half-time), an Executive Assistant, and a Secretary.

Purpose of the Council

The purpose of the State Council is to advise, and consult with, the Governor, the State Board of Education, the business community, and the general public on: (1) policies the state should pursue to strengthen vocational education, and (2) initiatives and methods the private sector could undertake to modernize vocational education. The Council consults with the State Board on:

- Development of the State Plan,
- Establishment of program evaluative criteria,
- Access of special populations to vocational education,
- The availability of vocational education across the state,
- The involvement of business and labor in conducting programs,
- Coordination of secondary programs with those of postsecondary community and technical colleges,
- Distribution of funds between the secondary and postsecondary levels, and
- Establishment of technical committees.

The Council evaluates the vocational education delivery systems that receive federal funds under the Perkins Act and the Job Training Partnership Act (JTPA) in terms of their effectiveness in achieving the purposes of the two Acts. At least one public meeting is held annually to obtain opinions about vocational education in the state.

Assuring opportunity for all of this nation's diverse populations to participate in preparation for work, and to expand and improve the quality of that preparation are the major purposes of the Carl D. Perkins Vocational Education Act. These purposes are reflected in the distribution of funds under the Act. Fifty-seven percent (57%) of Title II funds are to be used to assure equal access by special populations to quality vocational education programs. Forty-three percent (43%) of the Title II funds are for the expansion and improvement of vocational education programs to provide the nation's workforce with the marketable skills needed to improve productivity, promote economic growth, and improve the competitiveness of the U.S. in the world market.

This year's annual report theme, "Modernization: Agenda for Progress," focuses upon the pursuit of these purposes in Ohio. Coordination of efforts between education, other governmental agencies, business, industry, labor, and the community is paramount in accomplishing the purposes of the legislation.

Program of the Ohio Council for 1990-91

Regular Conferences

The Council scheduled five conferences during the year. Three conferences were held outside of Columbus to provide an opportunity for members to observe and evaluate the operation of vocational/technical education programs. One of the two conferences in Columbus was scheduled to coincide with the All Ohio Vocational Education conference, co-sponsored by the Ohio Division of Vocational and Career Education and the Ohio Vocational Association. The calendar for the year included conferences at the following locations:

August 13-14, 1990	Concurrent with All Ohio Vocational Education Conference, Holiday Inn-Ohio Center, Columbus
November 29-30, 1990	Cincinnati Marriott
February 27-28, 1991	Days Inn, St. Clairsville
April 10-11, 1991	Public Meeting April 10 Parke Columbus Hotel
June 19-20, 1991	Holiday Inn, Fremont

Presentations Made at Council Conferences

Education and community leaders in Ohio were invited to make presentations on current issues in vocational/technical education at regular Council conferences. In addition to the presentations made by administrators and staff members in the various schools whose programs were reviewed by the Council, other presentations were made by:

Dr. Jerome Brockway, Supt., Ashtabula County JVSD, Ashtabula. *"New Dimensions of Teaching Through Interactive T/V"*; **Marian Cardenzana,** Member, Scarlet Oaks Child Learning Center Advisory Committee, Cincinnati. *"Advisory Councils and Advisory Committees"*; **Dr. Harold L. Carr,** Supt., Great Oaks JVSD, Cincinnati. *"Advisory Councils and Advisory Committees"*;

Dr. Larry Casterline, Asst. Dir., Business and Marketing Education Service, Div. of Vocational and Career Education, Ohio Dept. of Education, Columbus. *"The Changing Scene in Business and Marketing Education"*; **Jack A. Collopy, Dir.,** Special Education/Pupil Services, Hamilton County Office of Education, Cincinnati. *"The County Board of Education in Ohio"*; **J.V. Gill, Supv.,** Trade and Industrial Education, Div. of Vocational and Career Education, Ohio Dept. of Education, Columbus. *"The Changing Scene in Trade and Industrial Education"*;

Jeffrey C. Gove, Vice Pres. of Employment and Training, Columbus Urban League, Inc. *"Workforce Basics: Item #1 on the Competitive Agenda"*; **Thomas P. Kruglinski,** Exec. Dir., Columbus Area Labor-Management Committee. *"Workforce Basics: Item #1 on the Competitive Agenda"*; **Dr. George R. McCormick,** Pres., Southern State Community College, Hillsboro. *"The World Comes Calling on You"*;

Dr. Darrell L. Parks, Dir., Div. of Vocational and Career Education, Ohio Dept. of Education, Columbus. *"A Proposed Project for OCOVE to Consider"*; **Chris Pfister,** Dir. of Adult Education, Ohio Hi-Point JVSD, Bellefontaine. *"Managing an Effective Adult Education Program — Recruitment to Graduation"*; **Dr. James Piper,** Assoc. Prof., Dept. of Educational Leadership, Univ. of Toledo. *"The Changing Scene in Trade and Industrial Education"*;

William E. Ruth, Supt., Lorain County JVSD, Oberlin. *"Secondary-Postsecondary Coordination of Adult Programs"*; and **David Skidmore,** Member, Great Oaks Council on Vocational Education, Cincinnati. *"Advisory Councils and Advisory Committees."*

On-Site Observation/Evaluation of Educational Programs

The Ohio Council makes a number of on-site evaluations annually. During FY 91, Council members examined educational facilities, observed classes in session, and had an opportunity to interview students and teachers in each of the schools visited. A review of the program, including trends, problems, and successes, was presented by selected administrators and staff. The Council members, led by a preappointed panel, engaged in dialogue with presenters. Observation/evaluation sessions were conducted at the following locations:

Secondary	**Postsecondary**
Belmont-Harrison JVSD	Belmont Technical College
Great Oaks JVSD	Terra Technical College
Vanguard-Sentinel JVSD	

Off-Site Review of Educational Programs

Off-site evaluations featured presentations by administrators and others on topics suggested by the Council staff. Follow-up discussions employed the procedure used in the on-site visitations. Programs were reviewed for the following postsecondary institutions:

Cincinnati Technical College
Washington State Community College

Outstanding Alumni Recognition

In February, 1991, OCOVE began a practice of recognizing outstanding alumni during on-site evaluations and off-site reviews of vocational/technical programs. The following persons, by school, were recognized at the February, April, and June OCOVE conferences:

Belmont-Harrison JVSD: **Robert Schrum,** Mgr., Bethlehem Gear & Machine, Wheeling, WV
Belmont Technical College: **Karen Jo Melet,** Asst. Vice Pres., Belmont National Bank, St. Clairsville
Columbus Public Schools: **John Sedlock,** Captain, Washington Township Fire Dept., Dublin
Columbus State Comm. College: **Deborah Sanders,** Attorney, Baker & Hostetler, Columbus
Eastland JVSD: **Robert Sander,** Owner-Mgr., Quality Machining Co., Columbus
Sentinel Vocational School: **Barrett Zimmerman,** Senior, Ohio State University
Terra Technical College: **Kenn Bower,** Owner, Benchmark Prints, Fremont and Port Clinton
Vanguard Vocational Center: **Terry Overmyer,** Owner, Bel-Aire Cleaners, and Mayor of Fremont
Washington State Comm. College: **Darlene Lukshin,** Vice Pres., Industrial Instruments, Williamstown, WV

Participation of Members and Staff in Vocationally-Related Conferences

To obtain inservice training and broaden their perspective, Council members and staff participated in the activities of the following organizations:

Academy for Superintendents, The Ohio State University

American Association of Community and Junior Colleges

American Vocational Association

American Vocational Education Research Association

American Vocational Education Personnel Development Association

Center on Education and Training for Employment

Educational Office Personnel of Ohio

Employment for Seniors, Inc.

National Advisory Commission on Work-Based Learning

National Association of State Councils on Vocational Education

National Association of State Directors of Vocational Education

National Association of Vocational/Technical Education Communicators

National Council on Vocational Education

National School Public Relations Association

Ohio Association of Joint Vocational School Superintendents

Ohio Commission on Education Improvement

Ohio Department of Education

Ohio Department of Rehabilitation and Correction

Ohio Division of Vocational and Career Education

Ohio Manufacturers Association

Ohio School Boards Association

Ohio Small Business Council

Ohio Vocational Association

Ohio Vocational Directors Association

Ohio Vocational Education Personnel Development Coordinating Council

Ohio-West Virginia YMCA

State Board of Education

The Ohio State University

U.S. Chamber of Commerce

U.S. Department of Education, Office of Vocational and Adult Education

Public Meeting

The Council's Annual Public Meeting was held at the Parke Columbus Hotel, on April 10, 1991, with Carol L. Ball, Council Chairman, presiding. The following persons provided testimony at the public meeting, addressing the topics listed:

Judith Baenen, Director of Affiliate/Member Services, National Middle School Association, Columbus. *"The Need for Vocational Exploratory Programs at the Middle School Level"*

Dr. Dale Baughman, Supt., Montgomery County JVSD, Clayton. *"The Importance of Adult Education in the JVS District"*

Dr. Roy A. Church, Pres., Lorain County Community College, Lorain, and **Dr. Ann Moore,** Vice Chancellor, Ohio Board of Regents, Columbus. *"Concerns Regarding the State Plan for the Administration of Vocational Education in Ohio"*

Dr. Chester K. Hansen, Deputy Exec. Dir., Center on Education and Training for Employment, The Ohio State University, Columbus. *"An Update on Activities of the Center for Education and Training for Employment"*

Alice Karen Hite, Exec. Dir., Ohio Vocational Association, Columbus. *"Thinking for the Future"*

Michael Miller, Pres., Central Ohio Technology Education Association, Columbus. *"Technology Education: One of the Best-Kept Educational Secrets in Ohio"*

Kenneth H. Packard, Pres., Ohio Vocational Directors Association, Smithville. *"Vocational Modernization"*

Dr. Darrell L. Parks, Dir., Div. of Vocational and Career Education, Ohio Dept. of Education, Columbus. *"Reflections, Anticipation, and Challenges"*

Tom Reiser, Chairman, Legislative Committee, Ohio Association of Joint Vocational School Superintendents, Lucasville. *"FY 92-93 Legislative Recommendations"*

A complete, verbatim transcript of the testimony was compiled by a certified public stenotypist. The Council makes extensive use of this document, turning to it for first-hand insights on current issues in vocational/technical education. Special attention is given to recommendations offered by those who made presentations. These insights and recommendations are a valuable source of topics for Council discussion, research studies, and recommendations to the State Board of Education.

Statewide Planning and Evaluation

The Perkins Act directs the Ohio Council on Vocational Education to consult with, and provide advice to, the State Board of Education on the State Plan and the establishment of technical committees and program evaluation criteria.

State Plan for Vocational Education

The Council actively participated in the development of The State Plan for the Administration of Vocational Education in Ohio (July 1, 1991 through June 30, 1994). The Council's Chairman and Research Consultant each participated in United States Department of Education regional meetings on proposed regulations for the new Carl D. Perkins Vocational and Applied Technology Education Act.

Between December 7 and 14, 1990, Council members and staff participated in meetings on local-plan development under the new Federal Act. They also met with representatives of the Division of Vocational and Career Education on the State Plan development process. OCOVE's Research Consultant participated in a U.S. Department of Education State Plan implementation meeting.

On January 14, 1991, the State Board of Education appointed an OCOVE member to the new Committee of Practitioners required by the new Act. This committee helps develop the state's system of core standards and measures of performance for vocational programs. The OCOVE member now chairs this committee.

A draft copy of the State Plan and an analysis by Council staff were sent to each OCOVE member prior to the February 1991, Council Conference. On February 28, 1991, the State Plan was interpreted to the Council by two representatives of the State Board of Education, and on that date, the Ohio Council unanimously approved the State Plan.

Technical Committees

In Ohio, the role and function of technical committees, as described in the Vocational Education Act, is being carried out by numerous committees involving business, industry, labor, and community agency representatives.

The second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education in Ohio* states that " a comprehensive and verified employer competency list will be developed and kept current for each program." Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to these federal and state directives.

Each OCAP list evolves from a modified DACUM analysis process. The process, begun in December of 1990 and scheduled to continue through June, 1992, will produce 60 separate lists — the work of 60 separate committees. Thirty-five lists had been published by the end of November, 1991.

Evaluation

Each year the Ohio Division of Vocational and Career Education uses the PRIDE (Program Review for Improvement, Development, and Expansion of Vocational Education) process for evaluation purposes. PRIDE is a structured system for reviewing and improving programs. Approximately one fifth of Ohio's vocational programs are reviewed and evaluated each year. During FY 91, PRIDE evaluations at the secondary level involved 20 vocational education planning districts, 168 school districts, 1,165 vocational programs and 1,306 instructors or counselors. A total of 7,428 local citizens served on PRIDE Committees. Programs were also evaluated in several of Ohio's postsecondary institutions.

A number of Joint Vocational School Districts have coordinated their PRIDE review with the evaluation of the North Central Association of Colleges and Schools (NCA). The PRIDE evaluation is accepted by NCA in its program review.

The staff of the Ohio Council reviewed each of the PRIDE reports submitted this past year and concluded that the system appears to be functioning effectively.

The Council gains additional knowledge of the scope and quality of the vocational-technical program in Ohio through on-site and off-site program reviews, presentations made to the Council, and the participation of members and staff in vocationally-related meetings (see page 6). Insight is gained also from the research and publication efforts of the Council (see page 28).

The Council's Commendations

The Ohio Council on Vocational Education commends the State Board of Education, the Ohio Board of Regents, and their respective staffs for their persistent endeavors in behalf of relevant high quality vocational/technical education for Ohio citizens. Special commendation is due:

- The Ohio Board of Regents, the State Department of Education, and the Division of Vocational and Career Education, for encouraging and promoting articulation agreements between secondary vocational education and two-year college vocational/technical programs.
- The Division of Vocational and Career Education, for the vigor with which its staff has proceeded to implement the *Action Plan for Accelerating the Modernization of Vocational Education in Ohio.*
- Dr. Darrell L. Parks, for his persistence in providing strong and effective leadership at both the national and state levels.
- The Division of Vocational and Career Education, for the leadership, guidance, and assistance provided to Vocational Education Planning Districts in the development of local plans for the administration of funding under the new Carl D. Perkins Vocational Education and Applied Technology Act.

Recommendations to the State Board of Education for 1992

The Ohio Council offers the following recommendations to the State Board of Education as it pursues the modernization of vocational and technical programs, its agenda for progress.

Recommendation #1

Encourage SDAs and VEPDs to adopt or adapt exemplary JTPA/Vocational Education 8% projects, as described in a Council research report.

Rationale

There is significant commonality among the populations targeted for service under the Carl D. Perkins Vocational Education Act and the eligible population under JTPA. The Council's publication *The Eight Percent Dividend: Exemplary JTPA/Vocational Education "Eight Percent" Projects* provides a wealth of ideas for collaboration between JTPA and vocational/technical education. Although these exemplary collaborative projects may have been initiated with 8% JTPA monies, most have been maintained under other funding. Replication or adaptation of such projects in other settings may very well require the use of other resources, as 8% funding is limited.

Recommendation #2

Encourage the Division of Vocational and Career Education and the Ohio Board of Regents Office for Two-Year Campus Programming to collaborate on the development of a guide for business, industry, and labor in Ohio on how to access and use the state's vocational/technical educational and training resources.

Rationale

Although business, industry, and labor are experiencing a rapidly growing challenge to update workforce skills and knowledge, they often are not fully aware of all of the education and training resources that may be available in their local area, nor how to assess properly which schools or agencies might best meet specific needs.

The Lorain County Education/Training Consortium — consisting of Lorain County Joint Vocational School, Lorain City School District, Lorain County Community College, Lorain County Employment and Training Administration (JTPA), Ohio Instructional Training Program (OITP), and Ohio Technology Transfer Organization (OTTO) — might serve as a model of how coordination can occur among the several schools and training agencies in the area.

Recommendation #3

Consider the establishment of a "Vocational and Career Education/Two-Year College Standing Committee" to deal with matters that affect job training programs at both the secondary level and two-year college level, such as the State Plan.

Rationale

Development of the State Plan for implementing the provisions of the Carl D. Perkins Vocational Education and Applied Technology Act requires the use of databases, definitions, and interpretations that can be confusing and open to differing interpretations by educators concerned

with secondary, postsecondary, and adult vocational/technical education.

Several provisions of the new Act, such as Tech Prep programs and core standards and measures of performance, will likely undergo some evolution during the first three-year plan and the subsequent two-year plans required by the Act.

A group such as the "Vocational and Career Education/Two-Year College Standing Committee" could play a significant role in the refinement, revision, and updating of the State Plan, if needed, on an annual basis. Such a committee also could be instrumental in efforts to clarify and develop consensus regarding roles of service providers at each educational level.

Recommendation #4

Support legislative action that would permit adults enrolled in secondary vocational education programs to be included in meeting the unit-minimum enrollment standard for unit funding, provided that their inclusion would not result in secondary schools being penalized through funding reductions from average daily membership (ADM) basic student aid.

Rationale

The Council had previously recommended that the legal ramifications of counting adults for vocational-unit-funding purposes be explored when such adults are enrolled in secondary-level vocational programs on a space-available basis. It was found that the certification of ADM under the State Foundation Program (ORC 3317.03) does not permit the inclusion of any pupil who has graduated from school or any pupil who has attained the age of twenty-two years, except under very limited conditions.

Under the State Foundation Program, the full-time equivalency of student enrollment in funded secondary vocational education units is deducted from the ADM basic aid reimbursement. Because adults are excluded from the ADM count and reimbursement, including them in secondary vocational education would result in unwarranted funding reductions from ADM basic student aid.

The Council supports the Ohio Association of Joint Vocational School Superintendents in their recommendation for legislative action that would permit maximizing the efficient use of existing vocational physical-plant and personnel resources by including adult enrollment in secondary programs in meeting unit minimum enrollment standards.

Recommendation #5

Explore how student participation in vocational student organization leadership development activities can be funded other than through individual membership dues.

Rationale

It is difficult for many students, and especially parents of the economically-disadvantaged, to understand the need to pay dues in order to participate in the vocational student organizations. This requirement seems to limit participation in curriculum-related leadership development activities on the part of some of the most needy students. The first imperative of the *Action Plan for the Modernization of Vocational Education* calls for broadening the scope of the educational experience for each student. A component of that imperative is to address leadership skills through the vocational student organizations. The Council believes that ways must be found to enable each vocational student to participate in a vocational student organization.

Continuing Priorities

In addition to the Recommendations presented above, the Council, in concert with the Division of Vocational and Career Education, continues to be concerned about the following matters with long-term implications:

1. Adequate funding for implementation of major components of the *Action Plan for Accelerating the Modernization of Vocational in Ohio*. Such components include:
   a. the development and implementation of competency-based vocational curricula,
   b. the development and maintenance of student individual career plans, and
   c. the leadership development and staff development necessary to accomplish these tasks.
2. Efforts to expand vocational education programming for the incarcerated in order to involve a greater percentage of inmates in job training programs.
3. Marketing strategies designed to enhance the image of vocational/technical education among all segments of Ohio's population.
4. Efforts to identify and implement strategies to strengthen the academic component of vocational/technical education.
5. Emphasis upon the elimination of sex, handicap, and racial bias in all areas of vocational education.
6. Efforts to replace inadequate and obsolete equipment in vocational/technical education.
7. Funding of sufficient full-time adult vocational education units to meet the increasing demand for adult job training.

Responses to 1991 Recommendations and Continuing Priorities

The State Board of Education, through the Division of Vocational and Career Education, has responded to the 1991 recommendations of the Ohio Council on Vocational Education as follows:

Recommendation #1

Emphasize planning designed to help vocational/technical educators capitalize more fully on the unique opportunities afforded by vocational/technical education to develop a strong work ethic in students.

Division Report

The Ohio Department of Education concurs that students need increased emphasis on hands-on experience and applied learning to develop the work ethic.

The Action Plan for Accelerating the Modernization of Vocational Education in Ohio requires local courses of study for all vocational programs to address such skills as leadership, critical thinking, decision-making, employability, entrepreneurship, economic education, and life-long learning concepts.

Since Ohio is a member of the Agency for Instructional Technology (AIT) consortium, Ohio vocational programs have access to instructional materials on problem solving, teamwork, and self-management.

Employability skills will also be incorporated in model courses of study developed by the Division of Vocational and Career Education.

Recommendation #2

Explore the logistics of making existing vocational facilities available to nonvocational eleventh- and twelfth-graders and to younger students in order to provide opportunities for them to learn first-hand about career options and the work ethic.

Division Report

Vocational education mandates, program structure, and student access to vocational facilities continued to be reviewed with the intent to make facilities and programs available to a broader range of students.

The Department of Education intends to establish a statewide goal of 45% for student-participation in a vocational education job training program.

Two-year vocational education program designations have been changed from eleventh and twelfth grade levels to Level I and Level II designations, although students must still be 16 years old, or attain junior standing, to participate. Students in correlated academic programs may participate in a vocational education block and correlated academic classes or attend only the vocational education block portion of a correlated academics program. The Division of Vocational and Career Education has also refocused state career development funds and set aside 6% of Carl D. Perkins program improvement grants to supplement the state career development funds.

As part of an ongoing effort to increase student access, a number of vocational education planning districts are exposing students to the skills and activities of vocational education programs and the occupations and careers that relate to each vocational program.

Recommendation #3

Explore with the Department of Rehabilitation and Correction the feasibility of making the acquisition of saleable job skills a high priority prior to release of inmates and a condition for inmates to receive consideration for parole.

Division Report

The Division of Vocational and Career Education, the Ohio Department of Rehabilitation and Correction, and the Ohio Department of Youth Services jointly fund a supervisory position to provide technical assistance to the agencies for vocational education programs and services. In this capacity, Mr. Joe Elk encourages the proper selection of students for enrollment in vocational education programs. In FY 91, a total of 1,236 youth were enrolled in secondary vocational education programs in 11 correctional facilities. Another 1,540 individuals were enrolled in such programs in 19 adult correctional facilities.

In compliance with this recommendation, the Ohio Department of Education staff will continue to recommend the enrollment of inmates in occupationally specific vocational education programs related to their skill interests and attitudes not less than six months prior to anticipated release and not more than three years prior to such release. The Ohio Department of Education concurs that marketable skills should be a very positive factor in consideration for parole.

Recommendation #4

Encourage the expansion of vocational education programs in both adult and youth correctional institutions, and in local, county, and regional Justice Centers. Restructure such programs so as to provide competency-based, open entry/open exit offerings.

Division Report

Program expansion in correctional institutions is limited by: (1) availability of funds, (2) availability of instructional facilities, (3) lengths of incarceration, and (4) availability of competency-based instructional materials.

On July 1, 1991, no funds existed for additional secondary and full-time adult programs. Under the FY 92-93 state budget, the maximum number of secondary vocational education units has been frozen. The formula for the calculation of secondary unit reimbursement in FY 92 was also frozen at the FY 91 level.

Estimates are that the FY 93 formula will provide less than a 2% increase over FY 91 and FY 92 levels. Total state dollars for full-time adult education units were reduced by $600,000 from FY 91 to FY 92. Further budget cuts in this line item are expected in 1992.

Funding under the new Carl D. Perkins Vocational and Applied Technology Act of 1990 resulted in the additional loss of $2,577,712 to fund full-time adult education programs in FY 92.

Loss of state and federal funds will result in fewer vocational education full-time adult units in FY 93. As the largest single recipient of full-time adult education funding in the state, the Ohio Department of Rehabilitation and Correction is expected to receive substantial cuts in funding.

Lack of adequate laboratory facilities has also been a deterrent to expansion of vocational education in correctional institutions. To resolve this problem, the Ohio Department of Youth Services has successfully developed partnerships with Ashland County JVS and Knox County JVS to utilize facilities after school hours for vocational education. These programs may be an excellent model to expand vocational education programs to serve individuals incarcerated in local, county, and regional Justice Centers.

The lengths of incarceration must also be considered prior to program development. Relatively short sentences may not permit the student sufficient time to gain the occupational skills necessary for employment.

Because local, county, and regional Justice Centers have even shorter periods of confinement than the Ohio Department of Youth Services, the Ohio Department of Education has not pursued programming in these facilities. With resources limited, programs should have a reasonable potential to provide sufficient training for employment.

Competency-based curriculum materials are also important for programs serving students on a rapidly changing slot-in/ slot-out basis.

Competency-based programs using skill profiles are expected to add flexibility to programming. Such programs also communicate inmates' occupational skills within and among correctional institutions and with potential employers. Such programs help schools provide flexible entry to vocational/technical education when offenders are returned to public schools.

Virtually all vocational programs in both adult and youth correctional facilities employ an open entry/open exit format and are rapidly becoming competency-based.

The Ohio Department of Rehabilitation and Correction has taken steps to improve the percent of completers. The goal of their VEPD Strategic Plan is an eighty percent completion rate.

It is anticipated that the Ohio Department of Youth Services will continue to have a very low percentage of completers due to the short period of confinement.

Recommendation #5

Seek to enhance the productivity of vocational/ technical graduates by exploring ways to make vocational/ technical education better reflect the realism of the workplace.

Division Report

Vocational education's success is due largely to its realistic foundation of workplace skills. To maintain this standard, factors that must be taken into account include modern facilities, up-to-date equipment, employer-validated instructional competencies, competency-based student performance measures, skilled teachers, early placement experiences, and long-term and short-term student placement and accountability standards.

Employers, however, must also realize that entry-level workers do not possess the skills of master-level workers. Employees must be committed to lifelong learning, and employers must provide opportunities for skill development and upgrading. Many skills, attitudes, and abilities can be learned only through long-term workplace experience. Since schools do have the responsibility to provide students with the entry-level skills necessary to earn a place in the workforce, Ohio's vocational education programs must address this recommendation and the continuing priorities that follow.

Continuing Priorities

OCOVE and the Division of Vocational and Career Education continue to be concerned about other matters with long-term implications. These matters are as follows:

1. **Efforts to make more effective use of local advisory committees in planning, conducting, and evaluating programs.**

   To increase business and industry involvement in planning and evaluating vocational education programs, the new evaluation process will include more direct involvement from advisory committee members. During FY 92, the Ohio Department of Education plans to develop a new evaluation program, entitled Measuring and Planning Progress (MaPP), with input from the Ohio Council on Vocational Education.

2. **Strengthening the academic component of vocational/technical education.**

   Applied academics programs were initially implemented in the 1985-86 school year. Basic academic subjects of mathematics, science, and communication have been strengthened through the application of these subjects to the occupational training areas.

   Teacher training workshops have been offered during the past six years for a total of 2,698 local vocational and academic teachers. Six orientation workshops were held in FY 91 with a total of 221 participants.

   In FY 91, 16,427 vocational students received applied academic instruction, and 30.5% of all in-school secondary vocational education programs were applied academic units. On July 1, 1991, all cooperative education job training programs also became eligible for correlated academic unit funding.

   The Division of Vocational and Career Education continues to address the goals of *Ohio's Future at Work: The Action Plan for Accelerating the Modernization of Vocational Education* objective that calls for the following: "By 1994, applied academics (science, mathematics, and English/language arts) and technology will be implemented in all secondary occupational programs and will be recommended for full-time adult job specific programs."

3. **The elimination of sex, handicap, and racial bias in all areas of vocational education.**

   To address sex, handicap, and racial bias in all areas of vocational education, the Division continues to implement the civil rights monitoring program and has recently instituted a minority recruitment task force to encourage more minority youth to take advantage of vocational training, as well as recruiting more minority teachers and administrators.

   The state agency's civil rights compliance review was conducted to parallel the PRIDE cycle. All recipients participating in the 1990-91 PRIDE cycle received the agency level desk audit review. The agency review included 158 federally funded recipients.

   Each year 25% of the recipients included in the agency level desk audit review with the highest frequency of disproportionate enrollments by race, sex, and handicap were identified for the on-site review. A total of 142 sub-recipients participated in such reviews.

   All districts subjected to review were found to have issues of non-compliance. Each district was asked to submit a plan for remedial action to comply with the requirements of the Office for Civil Rights (OCR) guidelines for vocational education. Each district complied and submitted its voluntary plans. The Ohio Department of Education has received no notice of discrepancies from the U.S. Department of Education during the past three years.

   Statewide core standards are an important strategy to eliminate bias in vocational education. The proposed standards and measures of performance to be implemented in September of 1992, include statewide enrollment goals for handicapped and disadvantaged populations. An additional core standard relates to increasing statewide aggregations of local enrollments of students in non-traditional programs to the point at which each sex represents at least 25% of all students enrolled in instructional areas.

   The needs of handicapped individuals, disadvantaged individuals, minorities, and students enrolled in programs non-traditional for their sex have also been included within the new vocational education planning district comprehensive strategic plans that benefit from federal vocational education dollars.

   Federal sex equity funds were used to reduce sex bias and increase nontraditional student access to vocational education. Also, inservices on equity issues were provided for 2,487 individuals during FY 91.

   The Orientation to Nontraditional Occupations for Women (ONOW) was provided in 11 sites including sites funded by the Ohio Department of Corrections. In FY 91, the Ventures in Business Ownership (VBO) project grants were provided to 10 sites. A total of 34 sex equity grants were funded by the Division of Vocational and Career Education during FY 91.

4. **Articulation between adult vocational education and postsecondary vocational/technical education as well as articulation between secondary and postsecondary vocational/technical education.**

   Articulation between adult vocational education and postsecondary vocational/technical education, as well as between secondary and postsecondary vocational/technical education programs, continues to be fostered principally through Tech-Prep grants funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, and the increased use of the

Classification of Instructional Programs (CIP) taxonomy descriptions that provide a communications crosswalk between the vocational education programs funded by the Division of Vocational and Career Education and the occupationally specific programs funded by the Ohio Board of Regents.

With input and support from the Ohio Council on Vocational Education, the Ohio Department of Education and the Ohio Board of Regents reached consensus on an amendment to the Tech-Prep portion of the State Plan for the Administration of Vocational Education in Ohio, which was approved by the U.S. Department of Education in December of 1991. In early 1992, Tech-Prep competitive grants will be funded in 5 major regions of Ohio to build strong articulation agreements between vocational education and associate degree programs.

5. **Identifying and implementing strategies for strengthening vocational students' higher order thinking skills (critical thinking, creative thinking, problem solving, decision making, and reasoning).**

   Ohio attempts to integrate occupational skills, basic academic skills, and advanced academic and higher order thinking skills. A recent report by the Secretary's Commission on Achieving Necessary Skills (SCANS), *What Work Requires of Schools*, noted that the latest findings of applied psychology indicate that thinking skills can be taught in conjunction with basic academic skills. This report has been shared with all vocational education directors and LEAP participants.

   Business/industry/labor representatives involved in the Ohio Competency Analysis Profile (OCAP) process are helping vocational educators identify correlated math, science, and communication skills needed to enter and remain in the work world. The statewide competency tests, which will be derived from the OCAP analysis, will cover academic skills needed in the workplace as well as those specific to a given occupation.

   As part of the vocational applied biology and chemistry program, student activities include the exploration of science in the context of occupational issues, societal concerns, and personal needs. Higher order learning objectives in the curriculum engage students in the use of the scientific process to focus on specific concepts and content.

   The principles of technology course features applied physics and preparation for entry into technical careers. The principles of technology curriculum is both academically rigorous and practical for students. Each unit deals with one principle as it applies to the four energy systems — mechanical, fluid, thermal, and electrical — that make up both simple and complex technological devices and equipment. The unit also covers the mathematics needed to understand and apply the physics principles.

   During FY 92, Tech-Prep grants should further identify the higher order competencies and the math, science, and communication skills that students will need in a sequential course of study consisting of two years of secondary school and two years of higher education leading to an associate degree.

6. **Developing strategies for collaboration of vocational/ technical education with business/ industry/labor at the local level.**

   At three levels, the State Board of Education, the Ohio Department of Education, and the Division of Vocational and Career Education, strategies are being developed to implement the America 2000 project that includes increased collaboration with business/ industry/ labor at the local level.

   Continuing linkages are maintained through board-approved advisory committees, Career Education School-Business partnerships, Home Economics Work and Family Programs, and innovative adult education efforts.

   As part of the restructuring of the Division of Vocational and Career Education in May, 1991, two full-time staff positions were reallocated to develop stronger linkages with business, industry, and labor. To reinforce this effort, a new position entitled Associate Director of Business, Industry, Labor and Interagency Coordination was created.

   Finally, heightened awareness of the importance of linkages was also reinforced by the mandate that business, industry, and labor representatives must be involved in the development of the *VEPD Comprehensive Strategic Plan and the Two-year College Perkins Strategic Plan* as a prerequisite for the receipt of Title II, Part C Secondary and Postsecondary Education grants in FY 92.

The Division of Vocational and Career Education appreciates the continued research, support, and encouragement offered by the Ohio Council on Vocational Education in addressing all of the above priorities, as well as the challenge to all vocational educators in Ohio to achieve higher levels of excellence. The Ohio Council on Vocational Education has and will continue to be a driving force for educational reform in vocational education, balancing the needs of employers with the needs of tomorrow's workforce participants.

(Note: Due to limitations of space, it was necessary to edit portions of the complete response from state officials. OCOVE will be pleased to provide an unedited version of the report, upon request.)

Employment Rates

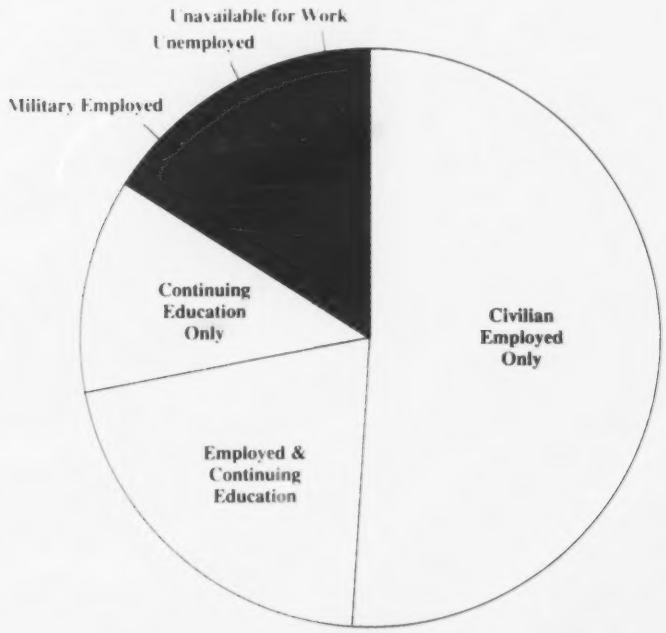
Vocational and technical education in Ohio continues to pay off in jobs for graduates of secondary school programs, students who complete postsecondary programs, and adults available for employment who complete long-term programs. As of January 30, 1991:

- 93.8% of the 1990 secondary graduates available for employment were employed.
- 96.5% of the students who completed postsecondary and long-term adult programs, and who were available for employment, were employed.

In comparison, 15.5% of Ohio youths 21 years of age and under were unemployed, and the overall unemployment was 5.7%, as of November, 1990.

"Status Known" Secondary Vocational Completers by Status

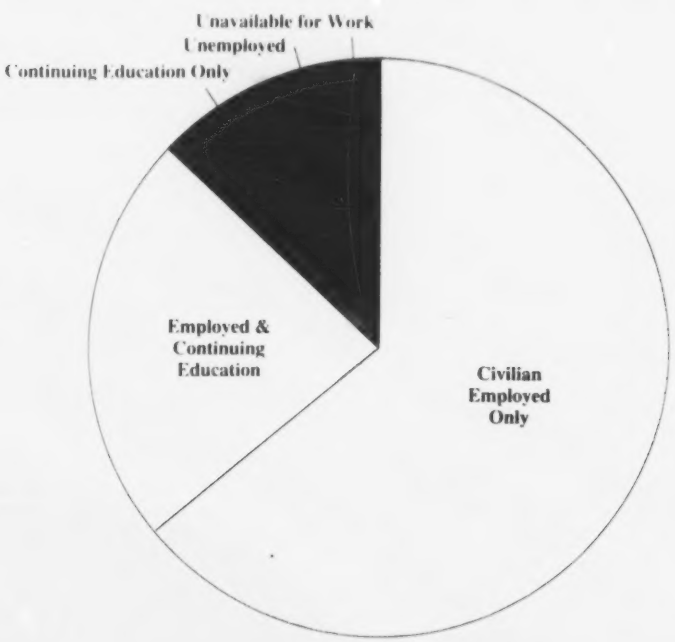
These figures represent all vocation completers except those whose status was unknown.



Civilian Employed Only	51%
Employed & Continuing Education	21%
Continuing Education Only	12%
Military Employed	6%
Unemployed	5%
Unavailable for Work	5%

"Status Known" Postsecondary Vocational Completers by Status

These figures represent all vocation completers except those whose status was unknown.



Civilian Employed Only	64%
Employed & Continuing Education	23%
Continuing Education Only	7%
Military Employed	0%
Unemployed	3%
Unavailable for Work	3%

Secondary School Employment Training

These data portray vocational education secondary school enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Secondary Enrollment in Employment Training in Ohio by Service Area and Sex, 1991

Service Area	Number	Percentage - Male	Female
Agriculture	16,958	80.1	19.9
Business	16,518	13.4	86.6
Health	3,238	9.4	90.6
Home Economics	5,360	24.3	75.7
Marketing	7,885	46.2	53.8
Special Needs	19,596	60.1	39.9
Trade & Industry	47,053	74.8	25.2
TOTAL[a]	116,608	52.3	47.7

Racial/Ethnic Designation of Students Enrolled in Secondary Programs[b]

Designation	% of Enrollment	Number
American Indian	<1%	174
Asian American	<1%	350
Black	17%	19,874
Hispanic	2%	1,816
White	80%	94,394
TOTAL		116,608

Special Needs Designation of Students Enrolled in Secondary Programs

Designation	% of Enrollment	Number
Disadvantaged	44%	51,704
Handicapped	13%	15,558
Limited English	<1%	506

(a) FY 91 Closing Executive Report VEDS Information FY 91. "Home Economics Useful," OWA, and career education are not included.

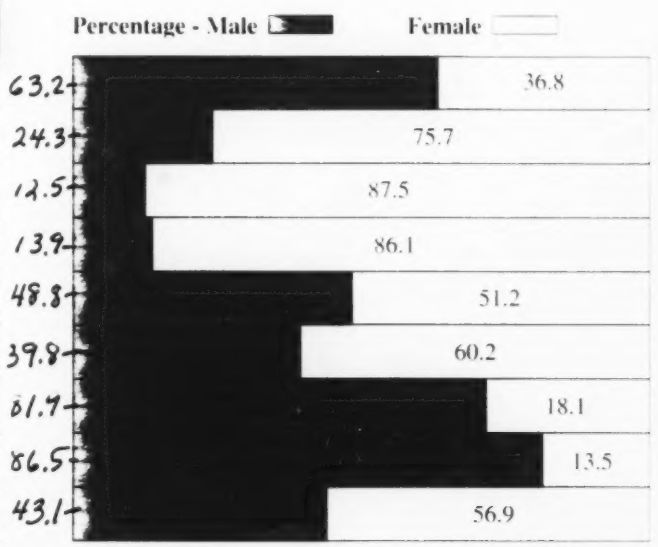
(b) FY 91 Closing VEDS NCES 2404A, Part A, Section 1

Associate Degree and Full-Time Adult Employment Training

These data portray vocational and technical associate degree and full-time adult enrollment in employment training by service area and sex. Enrollment by racial/ethnic and special needs designations is also shown.

Associate Degree and Full-Time Adult Enrollment in Employment Training in Ohio by Service Area and Sex, 1991

Service Area	Number	
Agriculture	1,195	2,608
Business	4,468	9,933
Health	4,728	6,099
Home Economics	440	10,071
Marketing	976	12,616
Special Needs	7,155	6,517
Technical	4,726	0
Trade & Industry	58	14,084
TOTAL[a]	23,746	61,928



Racial/Ethnic Designation of Students Enrolled in Postsecondary Programs[b]

Designation	Number	
	Associate Degree	Full-Time Adult
American Indian	85	60
Asian American	311	299
Black	2,882	5,530
Hispanic	321	561
White	20,147	55,478
TOTAL	23,746	61,928

Special Needs Designation of Students Enrolled in Postsecondary Programs

Designation	Number	
	Associate Degree	Full-Time Adult
Disadvantaged	10,110[c]	26,059[d]
Handicapped	1,809[c]	1,363[d]
Limited English	529[c]	737[d]

[a] FY Composite Closing Executive Report of VEDS Information 1991 excluding "Home Economics Useful"

[b] FY 91 Closing VEDS NCES 2404 A, Part A, Section I.

[c] FY 91 Closing VEDS Associate Degree.

[d] FY 91 Closing VEDS Full-Time Adult.

Vocational Education for Special Populations

Federal vocational education legislation places high priority upon assuring that quality vocational education programs are available to special populations. Fifty-seven percent (57%) of the Title II funds are distributed among programs for the following special populations: handicapped individuals, 10.0%; disadvantaged individuals, 22.0%; adults in need of training, 12.0%; single parents or homemakers, 8.5%; individuals enrolled in programs to eliminate sex bias and stereotyping, 3.5%; and criminal offenders serving in correctional institutions, 1.0%.

Handicapped Individuals

Handicapped individuals are mainstreamed into regular vocational programs, except for the most profoundly handicapped. A total of 21,403 handicapped secondary, postsecondary, and adult students were enrolled in mainstream vocational education programs. A total of 6,170 were enrolled in separate vocational education programs. A total of 10,508 handicapped students received additional services funded under the Carl D. Perkins Act that were designed to facilitate their success in vocational education programs.

A vocational program (Option 4) provides Job Training Coordinators to provide vocational and employment opportunities to low functioning handicapped students who would normally be placed in a very limited workshop or have no employment option at all. The number of individuals being served increased to 76 in FY 1991 from 44 the previous year.

Disadvantaged Individuals

Many disadvantaged students are integrated into regular vocational education programs while others are enrolled in separate programs. A total of 34,644 disadvantaged secondary, postsecondary, and adult students were enrolled in mainstream vocational education programs, while a total of 110,626 were enrolled in separate vocational education programs. A total of 38,241 disadvantaged students received additional services that were designed to facilitate their success in vocational education programs.

Criminal Offenders

Vocational education was provided to 1,540 adults and 1,236 secondary-level incarcerated individuals in five youth and eleven adult correctional institutions. These programs are supported under the Division of Vocational and Career Education unit-funding system.

Adults in Need of Retraining

In TRANSITIONS programs, a total of 6,859 dislocated workers, employable recipients of Aid to Dependent Children or General Relief, and other adults needing job readiness/career transition instruction received instruction during FY 1991.

The WORK AND FAMILY program served 7,234 employed adults in FY 1991. This program attempts to help these individuals balance work and family responsibilities. Seminars are conducted at the job site for both single parents and employed spouses on how to manage the demands of the home, family, and the job.

Single Parents or Homemakers

GRADS (Graduation, Reality, and Dual-role Skills) serves adolescent parents and pregnant adolescents in Grades 9-12. The goals of the program are to keep participants in school during pregnancy and after the birth of the child, and to educate them in health care practices. Two hundred fourteen programs served 10,348 students.

GOALS (Graduation, Occupation, and Living Skills) serves single parents (age 17-25) who are high school dropouts and have sole responsibility of child rearing. The purposes of the program are to: (1) help participants become effective parents and homemakers; (2) encourage participants to complete high school; and (3) help students identify occupational interests and obtain a job or enroll in vocational training. Nine sites served 623 persons.

DISPLACED HOMEMAKERS programs served 1,718 adult full-time students. Thirty-five such programs were provided.

Programs to Eliminate Sex Bias and Stereotyping

Ohio responds to this responsibility through a "request for proposals process," which encourages eligible schools and colleges to submit proposals.

During FY 1990, 34 Sex Equity Grants were administered. These grants supported Nontraditional Education for Teens/Work (NETWork) programs, Orientation to Nontraditional Occupations for Women (ONOW) programs, Ventures in Business Ownership (VBO), and Support and Technical Assistance programs. In addition, Tool and Resource Grants were provided for 17 ONOW and VBO programs.

Follow-up of Ohio Special Needs Secondary Vocational Program Completers - 1990*

	Number of Completers		Percent of Annual Total	
	Handicapped	Disadvantaged	Handicapped	Disadvantaged
STATE COMPLETIONS	3,213	13,176	100.0	100.0
Civilian Labor Force	2,411	9,676	75.0	73.4
Employed in related occupations	1,626	7,370	50.6	55.9
Employed in non-related occupations	523	1,573	16.3	11.9
Unemployed, seeking employment	262	733	8.2	5.6
Not in Civilian Labor Force	802	3,500	25.0	26.6
Employed, military	75	722	2.3	5.5
Continuing education, not employed	307	1,199	9.6	9.1
Not in labor force	233	805	7.3	6.1
Status unknown	187	774	5.8	5.9
ANALYSIS OF STATUS--KNOWN COMPLETERS	3,026	12,402	100.0	100.0
Continuing Education	643	3,474	21.2	28.0
In related field	476	2,707	15.7	21.8
In non-related field	167	767	5.5	6.2
Continuing education and employed	336	2,275	11.1	18.3
Continuing education only	307	1,199	10.1	9.7
Employment	2,224	9,665	73.5	77.9
Civilian employed only	1,813	6,668	59.9	53.8
Continuing education, employed	336	2,275	11.1	18.3
Employed, military	75	722	2.5	5.8
CORE STANDARDS				
Primary Indicators				
In related civilian employment (≥60%)	1,626	7,370	67.4	76.2
In civilian employment (≥84%)	2,149	8,943	89.1	92.4
Status known (≥90%)	3,026	12,402	94.2	94.1
Secondary Indicators				
Of those continuing education, ≥60% in related study or working in related area	523	3,054	81.3	87.9
Military and civilian employment (≥84%)	2,224	9,665	89.5	93.0
Positive Outcome** (≥85%)	2,531	10,864	78.8	82.5

* FY 1990 DTR Report VE 235 Exec. Secondary Completers.

**Based on Total Completions.

Vocational education continues to effectively serve special needs students as shown in the above follow-up of Ohio special needs secondary vocational program completers. As of September 30, 1991:

- 89.1% of the 1990 handicapped secondary program completers available for employment were employed.
- 92.4% of the disadvantaged students who completed secondary programs and were available for employment were employed.

In comparison, 93.8% of all students who graduated from a vocational program in Ohio's secondary schools in 1990 were employed.

Vocational Education for Adults

The Division of Vocational and Career Education, Ohio Department of Education, lends support to a wide range of services and educational programs for Ohio's adults, including part-time as well as full-time programs. Programs receiving funding from the Division are as follows:

- **Part-time adult employment training** serving persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. A total of 204,163 adults, including 6,241 in the apprentice programs, were enrolled.
- **Full-time adult employment training** serving persons who have completed or left high school and who wish to train for occupations best learned in programs of one year in length. A total of 61,928 adults were enrolled.
- **Associate degree job training programs** in all of the 23 community and technical colleges and 19 of the 30 university regional campuses. A total of 23,746 students were enrolled.
- **Adult Vocational Education Full-Service Centers** operating throughout the state to meet the changing needs of business and industry in a way that is adaptive to the changing needs of employees. This network of **28** centers offers adult learners a full range of support services, including vocational assessment, vocational counseling, and job readiness instruction.

Postsecondary Technical Education

Ohio's 23 technical and community colleges teach the application of knowledge and skills required for employment and advancement in technical occupations. Some technical education is also provided at the 30 university regional campuses. Generally, technicians possess the practical knowledge and experience that enables them to complement the work of professionals, who have theoretical knowledge.

Course Offerings
Meeting the needs of a diverse student population requires a broad spectrum of programs. The technical colleges of Ohio offer over 100 associate degree programs, a variety of university-parallel pre-baccalaureate degree programs, computer-assisted programs, work-site training, cooperative work experience, apprenticeship and journeyman programs, and credit and non-credit instruction.

Administration
Technical colleges, community colleges, state community colleges, and university branch campuses are coordinated by the Board of Regents, but each institution has its own board of trustees.

Funding
About 33.5% of the funding for postsecondary technical education comes from tuition.

Approximately 63.9% of the cost of associate degree programs is provided through state instructional subsidy. The other 2.6% of operating funds is derived from a variety of sources.

The Division of Vocational and Career Education provides approximately 4% of the cost of certain associate degree programs meeting specific vocational education criteria.

Enrollment
In 1990, Full-Time Equivalent (FTE) enrollment[a] in Ohio's two-year colleges and regional campuses was as follows:

Community Colleges	41,741
Technical Colleges*	26,398
University Regional Campuses	22,237
TOTAL	90,376

Approximately 26% of these students were enrolled in associate degree courses partially funded through the Division of Vocational and Career Education (see pps. 17 and 24).

(a) Ohio Board of Regents, Student Inventory Data, Fall 1990.

* Wooster-Agricultural Technical Institute enrollment included with technical, as opposed to regional, campuses.

1990 Budget Accountability Report

(All numbers in $1,000)	1990 Actual Expenditures				1990 Planned Expenditures		
	TOTAL	Federal	State	Local[a]	TOTAL	Federal	State/Local
TOTAL EXPENDITURES	520,816	46,723	337,966	136,127	393,858	43,765	350,093
Title II TOTAL	400,576	36,841	285,099	78,636	300,833	41,744	259,089
State Administration (7%)	3,266	1,477	1,789		3,946	1,973	1,973
Sex Equity Coordination	133	133			(220)	(110)	(110)
Other					0	0	0
Sub-Total	3,399	1,610	1,789	0	3,946	1,973	1,973
PART A:							
Handicapped (10%)	13,498	3,523	6,667	3,308	11,353	3,919	7,434
Disadvantaged (22%)	64,715	7,751	51,602	5,362	66,198	9,734	56,464
Adult Training (12%)	48,656	4,228	16,634	27,794	48,724	4,296	44,428
Single Parent/Homemaker (8.5%)	3,269	2,995	3	271	4,580	3,817	763
Sex Bias/Stereotyping (3.5%)	1,233	1,233			1,253	1,253	
Corrections (1%)	3,667	352		3,315	3,673	358	3,315
VoEd Opportunities - Total A	135,038	20,082	74,906	40,050	135,781	23,377	112,404
PART B:							
Curriculum Development	163	163			0	0	0
Personnel Development	476	476		0	1,500	1,500	0
Program Improvement/ Innovation/Expansion	261,500	14,510	208,404	38,586	15,217	8,401	6,816
Other	0				181	100	81
Guidance & Counseling	(92,585)	(1,474)		(91,111)	116,011	1,571	114,440
Local Administration (Tech Assist)	(23,454)	(4,400)		(19,054)	28,197	4,822	23,375
Program Improvement - Total B	262,139	15,149	208,404	38,586	161,106	16,394	144,712
TITLE III TOTAL	112,257	1,899	52,867	57,491	93,025	2,021	91,004
PART A: Community-Based Organizations	402	402			507	507	
PART B: Consumer/Homemaking							
Regular	79,212	228	30,582	48,402	79,803	819	78,984
Economically Depressed Areas (33%)	32,373	1,089	22,195	9,089	12,524	504	12,020
Leadership Activities (6%)	90	90			100	100	
State Administration	180	90	90		91	91	
Council on Vocational Education	250	250					
TOTAL - Carl Perkins Act	513,083	38,990	337,966	136,127	393,858	43,765	350,093
VoEd from Other Grants							
Veterans Administration	289	289					
JTPA	6,987	6,987					
Public Safety	87	87					
Appalachia Adminstration	370	370					
TOTAL Other Grants	7,733	7,733	0	0	0	0	0

(a) Local estimate based on FY 88 Actual Expenditures vs. FY 90 Expenditures with Local increased by 1%.

( ) Amounts in parentheses duplicate part of above totals but are included for reporting purposes.

Allocation and Use of Federal and Other Resources

Annual State Plan Budget - FY 1992

	Federal Funds		Non-Federal Funds		
Funding Categories	**Setasides**	**Total**	**State**	**Local**	**TOTAL**
Title II Total		37,893,975			
State Administration	5%	1,894,698	2,386,712		4,284,410
Sex Equity Administration	$60,000	(60,000)			(120,000)
State Program and Leadership	8.5%	3,220,987			3,220,987
Assessment		(500,000)			
Curriculum		(700,000)			
Personnel Development		(1,700,000)			
Other State Programs	10.5%	3,987,867			
Single Parent, Displaced Homemakers, Single Pregnant Women (active hold harmless)	7-7.5%	(2,994,646)		519,785	3,514,431
Sex Equity Programs (active hold harmless - percentage does not meet hold harmless requirement)	3-3.5%	(1,233,089)		96,223	1,329,312
Criminal Offenders	1%	378,939	2,442,700	2,166,167	4,987,807
Secondary, Postsecondary, Adult	75%	28,420,481	420,225,048	393,412,399	842,057,928
Secondary	85%	24,157,409	215,343,720	190,965,186	430,466,315
Career Development	6% of sec. basic grant	(1,449,449)	(6,000,000)	(23,512,624)	(30,962,073)
Adult	15% [60]	2,557,843	21,921,108	59,268,180	83,747,131
Associate Degree	15% [40]	1,705,228	182,960,220	143,179,033	327,844,481
Title III Total		5,021,804			
Part A: Community Based Organizations		530,424			530,424
Part B: Consumer and Homemaking		1,496,734	7,984,304		9,481,038
Economically Depressed Areas	33.3%	(498,412)	(7,894,500)		(8,392,912)
State Administration	6%	(89,804)	(89,804)		(179,608)
Leadership Activities					
Part C: Career Guidance and Counseling	[No appropriation]				
Part D: Business-Labor Education Partnerships	[No appropriation]				
Part E: Tech-Prep Education		2,994,646			2,994,646
Part F: Supplemental Grants	[No appropriation]				
Total - Title II and III*		42,915,779			

( ) Amounts in parentheses duplicate part of above totals; however, they are included for reporting purposes.

* Total state and local expenditures shown in this analysis relate only to federal categories shown and do not represent total state and local expenditures for vocational/technical education.

Investment of Resources

Sources of Ohio's Vocational Funds

The total estimated budget of over $771,008,364 million dollars for FY 92 represents an increase of 17% over FY 91. The actual dollar amount of state funds for vocational education has increased substantially during the past five years including the significant increase over last year; federal funds and local funds have shown slight increases over the five year period. The percentage of local monies has decreased, with the state providing the largest percentage of the funding.

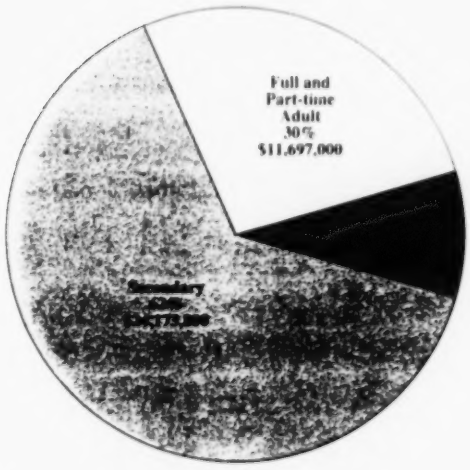
FY 92 Revenue (estimated)
By Source

*FY 91 carryover use unresolved at time of printing.

Distribution of Federal Funds by Educational Level

As required by the Carl D. Perkins Vocational Education Act of 1984, the Council has analyzed the distribution of $38,990,000 in federal funds for vocational education by educational level. The Council used data for FY 90 for this purpose since that is the latest year for which complete data are available. The Council found that approximately $99 in federal funds was expended for each secondary student enrolled during FY 90. The comparable figure for each associate degree student was approximately $131. Federal funds expended averaged $45 per full-time and part-time adult student. Additional details are portrayed in the adjacent chart.

FY 90 Expenditures of Federal Funds (actual)
By Educational Levels[a]



[a]1990 Accountability Report and 1990-91 State Plan.

Statistical Enrollment Report on the Goals of the State Plan

The two-year Vocational Education Plan of the Ohio Department of Education has eight objectives. Data relating to each of these objectives are portrayed in the tables on these two pages. Data under the 1991 Actual columns are state totals representing closing enrollments. The 1992 Projected data are projections by local agencies. These projections do not reflect financial constraints limiting program expansion. Changes in local planning procedures for FY 93 also limit the data available in the format below.

Objective 1 Career Development and Occupational Information/Exploration

	1991 Actual[a]	1992 Projected[b,c]
People Served	**1,187,620**	

This career development program is designed to inform and motivate youth in Grades K-12 toward a goal of constructive work attitudes.

Objective 2 Occupational Work Adjustment (WECEP*)

	1991 Actual	1992 Projected
People Served	**11,915**	**12,167**

This program is designed for "drop-out prone" youth below the age of 16.

*Work Experience Career Exploration Program

Objective 3 Secondary Employment Training

	1991 Actual	1992 Projected[d]
Agricultural Education	16,958	
Business & Office	16,518	
Marketing	7,885	
Health	3,238	
Home Economics (Gainful)	5,360	
Special Needs	19,596	
Trade & Industrial*	47,053	
Totals	**116,608**	**114,572**

Secondary employment training programs provide the necessary skills and related instruction to prepare youth 16 years of age and over for entry-level employment in their chosen fields.

*Includes Occupational Work Experience (OWE) Programs.

Objective 4 Associate Degree Programs

	1991 Actual	1992 Projected[c]
Agricultural Education	1,195	
Business & Office	4,468	
Marketing	976	
Health	4,728	
Home Economics (Gainful)	440	
Special Needs	7,155	
Technical	4,726	
Trade & Industrial	58	
Totals	**23,746**	

Programs are provided for persons who have completed or left high school and who are available for postsecondary education.

(a) FY 91 closing VEDS.

(b) LEAP Projections, December, 1990.

(c) Projection no longer available.

(d) Projection by program no longer available.

Objective 5 Full-Time Adult Employment Training

	1991 Actual	1992 Projected[d]
Agricultural Education	2,608	
Business & Office	9,933	
Marketing	12,616	
Health	6,099	
Home Economics (Gainful)	10,071	
Special Needs	6,517	
Technical	0	
Trade & Industrial	14,084	
Totals	**61,928**	**73,000**

Programs are provided for persons who have completed or left high school and who are available for one year of preparation to enter the labor market.

Objective 6 Part-Time Adult Employment Training

	1991 Actual	1992 Projected[d]
Agricultural Education	10,756	
Business & Office	46,071	
Marketing	17,733	
Health	34,850	
Home Economics (Gainful)	6,258	
Special Needs	489	
Technical	244	
Trade & Industrial	81,521	
Totals	**197,922**	**224,310**

Programs are provided for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.

Objective 7 Secondary Consumer and Homemaking[e]

	1991 Actual	1992 Projected
People Served	**114,451**	**105,000**

Vocational Home Economics Homemaking (Grades 9-12), which emphasizes the responsibilities involved in establishing a home, is provided for the person who may work outside the home.

Objective 8 Adult Homemaking

	1991 Actual	1992 Projected
People Served	**7,431**	**16,000**

This program is provided for adults, particularly those in economically depressed areas, who wish to prepare themselves for the role of both homemaker and wage earner.

Totals	**1,721,621**	**545,049[f]**

(e) "Home Economics Useful," except for Family Living (09.0196 and 09.0198).

(f) The reduced total reflects the fact that 1992 projections are not available for Objectives 1 and 4.

Coordination Activities

Attainment of a strong and flexible workforce demands the efficient use of all of Ohio's vocational/technical education training resources. Effective dialogue between educators and representatives of business and industry is required. Likewise, dialogue between and among public agencies enhances the quality of occupational education and optimizes local, state, and national resources.

The Governor's Human Resources Advisory Council

Purpose - The Job Training Partnership Act (JTPA) provides training and services for economically disadvantaged youth and adults and dislocated workers.

Administration - JTPA is funded by the U.S. Department of Labor and administered by JTP-Ohio, a division of the Ohio Bureau of Employment Services (OBES). The Governor's Human Resources Advisory Council (GHRAC) is advisory to the Governor in several areas, including designation of Service Delivery Areas (SDA) and an assessment of the extent to which several related agencies have a coordinated approach to meeting employment, training, and vocational education needs.

Thirty SDAs were formed, each governed by a Private Industry Council (PIC). The PIC is appointed by locally elected officials, provides policy guidance, and exercises oversight of activities under the job training plan for the SDA.

Coordination and Linkage - On April 30, 1991, the Governor issued a news release announcing the newly formed Governor's Human Resources Advisory Council. The Council, formerly the Ohio Job Training Coordinating Council, advises the Governor on issues regarding the employment and training needs of Ohioans. The Council will also promote coordination between the Ohio Department of Development, Department of Education, Bureau of Employment Services, Department of Human Services, and Board of Regents to enhance programs designed to improve the skills of Ohio's workers.

Funding - Ohio received over $116 million in JTPA funds for services to the eligible populations during program year 1990. Over 5.3 millon was allocated for 8% activities.

Twenty percent of the funds was set aside for coordination and linkage. Eighty percent of these funds was used for programs for institutionalized populations and for contracts between the PICs and local state supported educational agencies. Policies for the distribution of these funds are developed by the State Education Coordination Grants Advisory Council (SECGAC), and the funds are administered by the Ohio Department of Education. Membership on the SECGAC includes representation from the GHRAC, the Ohio Department of Education, the Board of Regents, Ohio Bureau of Employment Services, Ohio Department of Development, Ohio Department of Human Services, SDAs, PICS, the Office of Budget and Management, and the Governor's Office. Funds from the 20% set-aside are directed toward a variety of programs.

Following is a summary of training under the educational grants for Program Year 1990:

	Adults	Youth
Total Enrolled	4,115	550
Total Terminated*	2,312	403
Total Entering Employment	999	144
Percent Served	88%	12%
Percent Welfare Served	55%**	
Percent Minorities Served	36%**	
Percent Handicapped Served	11%**	

Basic funding (Title IIA) to serve economically disadvantaged youth and adults is allocated by statutory formula to the SDAs. The PICs contract with many public and private schools for training services, which may include basic education, remediation, assessment, job search activities, or occupational skill training. Since program decisions occur at the local level, coordination is most evident between local schools and SDAs.

Additionally, Title III funds that are disseminated by a "case by case" process provide similar basic services to dislocated workers. Vocational schools are sometimes grant recipients, and often contract with other grantees to deliver the needed services that are most appropriately provided by educational institutions.

The leadership of Ohio's JTPA program, spearheaded by the GHRAC, believes that the scarce dollars must be used to influence and develop the Education, Employment, and Training System in Ohio. The several parts of the system will be strengthened and improved through close coordination and linkage.

* Refers to those persons no longer in the program, including program completers, those accepting employment before completing the program, and others leaving the program.

** Not available by adult/youth breakout.

Coordination with Business, Industry, and Labor

Business, industry, and labor representatives play a vital role in vocational/technical education in Ohio. The major portion of their contribution is made through service on local advisory councils and program advisory committees. Several thousand individuals are involved in this manner. Also, many of the 7,428 local citizens who served on PRIDE review committees (see page 7) represent business, industry, and labor.

In its effort to develop a better understanding of the training needs and delivery systems of business, industry, and labor, OCOVE regularly schedules presentations and discussion sessions with key leaders. During FY 91, Mr. Jeffrey C. Gove, Vice President of Employment and Training, Columbus Urban League, Inc., and Mr. Thomas P. Kruglinski, Executive Director, Columbus Area Labor-Management Committee, made presentations to the Council on "Workforce Basics: Item #1 on the Competitive Agenda."

Mr. David Skidmore, Member, Great Oaks Council on Vocational Education, Cincinnati, Ms. Marian Cardenzana, Member, Scarlet Oaks Child Learning Center Advisory Committee, Cincinnati, and Dr. Harold L. Carr, Superintendent, Great Oaks Joint Vocational School, made presentations to the Council on "Advisory Councils and Advisory Committees."

Other related OCOVE activities served to give greater insight into human resource needs of business, industry, and labor in Ohio. An Ohio Council research study on vocational/technical advisory committees involved interviews with a number of business, industry, and labor leaders who serve on such committees.

Council Coordination/Cooperation with Other Agencies

During FY 91, OCOVE found it beneficial to coordinate and cooperate with other agencies in sponsoring activities of mutual interest. The Ohio Council sponsored a luncheon and guest speaker for the All Ohio Vocational Education Conference, which is sponsored by the Ohio Vocational Association and the Division of Vocational and Career Education, Department of Education. The keynote presentation was made by Dr. George R. McCormick, President, Southern State Community College, Hillsboro, who addressed the topic "The World Comes Calling on You."

The Ohio Council also collaborated with the Ohio School Boards Association (OSBA) in co-sponsoring a seminar for Ohio vocational educators that addressed the topic "JVS Challenges." Presentations included "Workforce Basics: Item #1 on the Competitive Agenda," "New Dimensions of Teaching Through Interactive TV," and "Managing an Effective Adult Education Program--Recruitment to Graduation."

Research and Publications

Three research projects were conducted during FY 91 under the auspices of the Ohio Council on Vocational Education. These projects resulted in the following publications:

1. The Eight Percent Dividend: Exemplary JTPA/Vocational Education "Eight Percent" Projects

This study, researched and written by Frieda Douthitt, addresses how Ohio allocates JTPA eight percent education funds, and the unique administrative structure for doing so — SECGAC (Ohio State Education Coordination and Grants Advisory Council). Brief sketches are provided of 19 exemplary programs in Ohio, all of which were implemented through eight percent grants. The study concludes with recommendations for emulating successful projects.

2. The Vocational/Technical Program Advisory Committee: Teacher-Leader Booklet

This is one of two booklets resulting from the research and writing of Dr. Wayne E. Schroeder and William R Martin. The booklet is designed to give teachers and vocational/technical education leaders a brief overview of the purposes and benefits of program advisory committees, and expectations of the teacher or leader. The booklet also directs educators to an in-depth source of information and resources for establishing and using program advisory committees.

3. The Vocational/Technical Program Advisory Committee: Member Booklet

This is the second of two booklets resulting from the research and writing of Dr. Wayne E. Schroeder and William R. Martin. This booklet is designed to give vocational/technical program advisory committee members and prospective members an overview of the purposes, benefits, and expectations associated with service on a local program advisory committee.

4. State Fair Flyer: Employers Want . . . Someone Who Fits This Picture

This flyer stresses the importance of the academic skills, job skills, and individual competencies that employers are looking for in people they hire. The flyer is designed to engage students in assessing their own qualifications and to convey the message that these skills can be learned in vocational/technical education. It identifies types of schools and programs where students can develop the needed skills.

Mission Statement of the Ohio Council on Vocational Education

Purpose:

To strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy.

Goals:

To discharge the responsibilities assigned to state councils by the Carl D. Perkins Vocational Education Act of 1984 in an effective, efficient, and sensitive manner.

To identify, interpret, and advocate the measures required to improve and expand career, vocational, and technical education so that people may secure or retain jobs, advance, and be self-sufficient.

To assure access to vocational/technical education by special populations (the handicapped, disadvantaged, displaced workers, single parents, displaced homemakers, participants in programs designed to eliminate sex bias, and the incarcerated).

To encourage coordinated planning and cooperation between the various providers of vocational/technical education, especially secondary schools and postsecondary institutions.

To encourage the building of partnerships between educational officials and representatives of business, industry, labor, government, and human-services organizations.

To interpret continuously the positive contribution vocational/technical education is making to individuals and to the community, state, and nation.

Imperatives:

People must be made aware of the broad range of opportunities in the world of work — today and in the future.

Students must develop job-related skills and/or prepare for additional formal education.

Many adults must upgrade job-related skills or prepare for re-entry into the workforce.

Every person must master the time-honored basic skills and lessons of citizenship; acquire or refine the knowledge, attitudes and job-related skills demanded by the times; and learn how to analyze and solve problems.

Ohio and America must maintain a skilled and flexible workforce — one that is committed to productivity, performance, and profitability — in order to compete successfully in the rapidly changing global economy.

Vocational/technical education must play a vital role in helping individuals of all ages, the state, and the nation meet the Imperatives stated above.

Ohio Council on Vocational Education
750 Brooksedge Boulevard, Suite 105
Westerville, Ohio 43081
614 / 891-4764

Non Profit Org.
Permit #434
U.S. Postage
Westerville, OH 43081

Judy Wagner
ERIC
1900 Kenny Road
Columbus, OH 43210